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17. ABSTRACT (MAX. 250 WORDS)

Three areas were considered in "Early-Age Entrance to First Grade." First, a list of background material used included Senate Bill No. 723, Delores Durkin's "Children Who Learned to Read at Home," and "An Earlier Start in Reading," James R. Hobson's "High School Performance of Underage Pupils Initially Admitted to Kindergarten on the Basis of Physical and Psychological Examination," and Sidnay L. Pressey's "Educational Acceleration: Occasional Procedure or Major Issue?"

Second, descriptive outlines of different articles concerning the screening and identifying procedures used to admit younger children into first grade were offered. Also articles encouraging the use of acceleration were given. Pressey's article, "Education Acceleration: Occasional Procedure or Major Issue?" claims that acceleration does not only give a student more education in a given time, but would increase his functioning abilities. Hobson's article, "High School Performance of Underage Pupils Initially Admitted to Kindergarten on the Basis of Physical and Psychological Examination," states that scholastic performance of underage children admitted to kindergarten showed a superiority in elementary school that increased through high school.

The third area, bibliography, included books by D. A. Worcester, The Education of Above Average Mentality and Los Angeles County's Guiding Today's Children. Some of the articles included Dan C. Shannon's "What Research Says About Acceleration" from Phi Delta Kappan, 1957, and H. R. Cone's "Brookline Admits Them Early," Nation's School, 1955.

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EARLY-AGE ENTRANCE TO FIRST GRADE

Los Angeles County Superintendent of Schools
Division of Research and Guidance

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

FOREWORD

This folder of materials was prepared for use by persons in school districts of Los Angeles County who are interested in implementing policies approved by the State Board of Education for Early-Age Entrance of Children to First Grade. The enclosed materials supplement the information on mentally gifted minors to be found in a publication of this office entitled Guiding Today's Children and in a packet entitled Implementation of Education Code Provisions on Programs for the Gifted.

The materials have been arranged in the following parts for convenience of the user:

Part I	Background Materials
Part II	Screening and Identifying Procedures
Part III	References

Major responsibility for the preparation of this folder was carried by Dr. Marcella Bonsall, Consultant, Division of Research and Guidance.

Dr. R. B. Walter, Chief Deputy Superintendent, provided administrative support in the development of the folder.

Dr. Harry Smallenburg, Director, Division of Research and Guidance, and Mr. Richard Harsh, Assistant Director, Division of Research and Guidance, consulted with Dr. Bonsall and coordinated staff activities in the preparation of the folder.

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ADMISSION TO FIRST GRADE

PART I

BACKGROUND MATERIALS

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

BACKGROUND MATERIALS *

Senate Bill No. 723 to amend Section 5302 of the Education Code, relating to admission to first grade.

American Association of School Administrators and Research Division, "Entrance-Age Policies and Exceptions", Washington, D. C., NEA, Educational Research Service, Circular No. 3, April, 1963, 27 pp.

Research Committee, "Status and Challenge on Flexible Age Requirements for School Admission", California Association of School Psychologists and Psychometrists, Conference Workshop No. 6, 12th Annual Conference, March, 1961, pages 4 through 7 of "Screening Instruments for School Entry and Flexible Age Requirements".

Durkin Dolores, "Children Who Learned to Read at Home", The Elementary School Journal, Vol. 62, No. 1, October, 1961, pp. 15-18.

Durkin, Dolores, "An Earlier Start in Reading", The Elementary School Journal, Vol. 63, No. 3, December, 1962, pp. 147-151.

Hobson, James R., "High School Performance of Underage Pupils Initially Admitted to Kindergarten on the Basis of Physical and Psychological Examination", Educational and Psychological Measurement, Vol. 23, No. 1, Spring, 1963.

Pressey, Sidney L., "Educational Acceleration: Occasional Procedure or Major Issue?" Personnel and Guidance Journal, Vol. XLI, No. 1, September, 1962, pp. 12-17.

United States Office of Education, "A Study of the Effectiveness of Beginning Reading the Teaching of ~~Reaching~~ in Kindergarten", Cooperative Research Projects, Bulletin 1962, No. 18, pp. 34.

United States Office of Education, "Effectiveness and Feasibility of Early Admission to School for Mentally Advanced Children", Cooperative Research Projects, Bulletin 1962, No. 18, pp. 71-72.

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* Supplement to Section I, Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

ADDENDUM
TO TABLE OF CONTENTS
PART I - BACKGROUND MATERIALS

Rules and Regulations for Early-Age Entrance to First Grade. Report of Actions Taken By State Board of Education, September 12 and 13, 1963, Item 55, pp. 16-17. *

*Supplement to Section I: Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

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Division of Research and Guidance

PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Amended in Senate April 18, 1963

SENATE BILL No. 723

Introduced by Senator Farr

February 18, 1963

Referred to Committee on Education

An act to amend Section 5302 of the Education Code, relating to admission to first grade.

The people of the State of California do enact as follows:

SECTION 1. Section 5302 of the Education Code is amended to read:

5302. A child who has been lawfully admitted to the public school kindergarten as defined by the State of California, in California or any other state, and who has completed one year therein shall be admitted to the first grade of an elementary school regardless of age.

A child who has been lawfully admitted to a public school kindergarten in California and who is judged by the administration of the school district, in accordance with rules and regulations adopted by the State Board of Education, to be ready for first-grade work may be admitted to the first grade at the discretion of the school administration of the district and with the consent of the child's parent or guardian regardless of age.

Where a child has been legally enrolled in the public schools of another district within or out of the State, he may be admitted to school and placed in the grade of enrollment in the district of former attendance, at the discretion of the school administration of the district entered.

No child shall be admitted to the first grade of an elementary school pursuant to this section unless the child is at least five years of age.

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

RULES AND REGULATIONS FOR EARLY-AGE ENTRANCE TO FIRST GRADE

REPORT OF ACTIONS TAKEN BY STATE BOARD OF EDUCATION
September 12 and 13, 1963, Item 55, pp. 16-17

Item 55

Adopted the following resolution:

A resolution by the State Board of Education to add Section 65.1 to Title 5 of the California Administrative Code, relating to admission to first grade, and adopting the same as emergency regulations.

Be it resolved by the State Board of Education, acting under the authority of Education Code Section 152, and implementing Education Code Section 5302 as amended by Ch. 826 (SB 734), Stats. 1963, and pursuant to the Administrative Procedure Act, that:

Section 1. Section 65.1 is added to Title 5 of the California Administrative Code to read:

65.1 A child who has been lawfully admitted to a public school kindergarten in California may be placed in the first grade at the discretion of the administration of a school district if it determines that the child is ready for first grade work.

(a) The governing board of the school district shall adopt rules and regulations setting forth the procedures to be followed.

(b) The procedures adopted shall insure that a kindergarten pupil placed in the first grade meets the following minimum criteria:

(1) The child is at least five years of age.

(2) The child has attended a public school kindergarten for a long enough time to enable school per onnel to make an evaluation of his ability.

(3) The child is in the upper five per cent of his age group in terms of general mental ability.

(4) The physical development and social maturity of the child are consistent with his advanced mental ability.

(5) The parent or guardian of the child has filed with the school district a written statement approving placement in the first grade.

FINDING OF EMERGENCY

The State Board of Education finds that an emergency exists and that the foregoing regulation is necessary for the immediate preservation of the public peace, health and safety or general welfare. A statement of the facts constituting such emergency is:

The amendment to Education Code Section 5302, being implemented by this regulation, becomes effective September 20, 1963. It is necessary that this implementing regulation be effective as soon as possible after commencement of the school term in order that school districts may establish procedures for determining the proper placement of kindergarten children subject to this regulation.

The said regulation is therefore adopted as an emergency regulation to take effect on September 20, 1963, as provided in Section 11422(c) of the Government Code.

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Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

American Association of School Administrators and Research Division, "Entrance-Age Policies and Exceptions", Washington, D.C.: NEA, Educational Research Service, Circular No. 3, April, 1963, 27 pp. *
(Descriptive Outline)

In January of 1963, a questionnaire regarding entrance-age policies was sent to 383 school districts which enroll 12,000 or more pupils and which operate elementary schools. 325 districts responded to the questionnaire.

School districts which have early-age entrance policies for first grade children use the following criteria:

1. Intelligence testing and appraisal of physical maturity and social development.

2. Recommendation by the teacher, the supervisor, and the principal on the basis of how well the child reads, how much he knows about numbers, and his physical and social maturity.

3. Transfer from districts with lower entrance-age policies.

4. Payment of tuition, if receiving school is not over-crowded.

5. Previous attendance at private school.

One hundred two school districts in the United States reported having Early-Age Entrance to First Grade Policies. The number of districts and the criteria used are as follows:

26	districts use Criteria 1
3	districts use Criteria 2
38	districts use Criteria 3
3	districts use Criteria 4
3	districts use Criteria 5
24	districts use combination of 1 and 3
1	district uses combination of 1 and 4
1	district uses combination of 1 and 5
1	district uses combination of 1 and 2 and 3
1	district uses combination of 1 and 3 and 5
1	district uses combination of 1 and 2 and 3
102	

* Supplement to Section I: Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

CRITERIA FOR EARLY-AGE ENTRANCE TO FIRST GRADE

State and City	1 Testing	2 Recommendation	3 Transfer	4 Pay Tuit.	5 Attend Priv. School
Alabama					
Tuscaloosa					X
Arizona					
Mesa			X		
Colorado					
Boulder Valley	X		X		
Colorado Springs	X		X		
Denver	X				
Jefferson County	X				
Pueblo		X			
Connecticut					
New Haven	X		X		
Florida					
Broward County	X				
Hillsborough County					X
Georgia					
Muscogee County	X		X		
Indiana					
Evansville-Vanderburgh	X				
Fort Wayne			X		
Hammond	X		X		
Indianapolis			X		
South Bend	X		X		
Vigo County Sch.Corp.	X				
Maryland					
Baltimore		X			
Prince George County			X		
Massachusetts					
Brockton	X				X
Newton	X		X		
Quincy	X		X		
Michigan					
Dearborn	X				
Grand Rapids			X		
Muskegon	X		X		
Roseville	X		X		
Royal Oak			X		
Wayne	X				
Minnesota					
Bloomington	X				
Duluth	X		X		
Minneapolis	X	X	X		
St. Paul			X		
Missouri					
Kansas City	X		X		
North Kansas City	X				

State and City	1 Testing	2 Recommen-dation	3 Trans-fer	4 Pay Tuit.	5 Attend Priv. School
Montana					
Great Falls			X		
Nebraska					
Lincoln	X				
New Jersey					
Clifton	X				
Elizabeth	X		X		
Paterson			X		
Woodbridge Township	X		X		
New York					
Albany			X		
Buffalo			X		
East Meadow			X		
Kenmore			X		
Levittown	X		X		X
New York		X			
Niagara Falls			X		
Syracuse			X		
Utica			X		
North Carolina					
Cumberland County			X		
Durham			X		
Gaston County			X		
Greensboro			X		
Nash County			X		
Onslow County			X		
Pitt County			X		
Ohio					
Akron	X				
Cincinnati	X				
Cleveland	X				
Loraine	X		X		
Oklahoma					
Midwest City			X		
Oregon					
Eugene	X				
Salem			X		
Pennsylvania					
Bethlehem	X				
Erie	X				
Harrisburg	X		X		
Philadelphia	X				
Pittsburgh	X		X		
Rhode Island					
Providence	X				
South Carolina					
Charleston			X		
Horry County			X		
Spartanburg			X		

State and City	1 Testing	2 Recommen-dation	3 Trans-fer	4 Pay Tuit.	5 Attend Priv. School
South Dakota					
Rapid City			X		
Tennessee					
Chattanooga	X		X		
Texas					
Dallas				X	
Ector County			X		
El Paso				X	
North East School Dist.			X		
Pasadena			X		
San Antonio				X	
Tyler	X			X	
Wichita Falls			X	X	
Utah					
Alpine School Dist.			X		
Granite School Dist.			X		
Ogden	X		X		
Virginia					
Alexandria	X				
Arlington County			X		
Chesapeake			X		
Washington					
Highline School Dist.	X		X		
Shoreline District			X		
Tacoma	X				
Vancouver			X		
West Virginia					
Cabell County	X				
Fayette County	X				
Harrison County	X				
Marion County	X				
Mercer County	X		X		
Mingo County	X		X		
Raleigh County	X		X		
Wood County	X		X		
Wisconsin					
Kenosha			X		
Madison	X				

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Research Committee, "Status and Challenge on Flexible Age Requirements for School Admission", California Association of School Psychologists and Psychometrists, Conference Workshop No. 6, 12th Annual Conference, March, 1961, pages 4 through 7 of "Screening Instruments for School Entry and Flexible Age Requirements".*

STATUS AND CHALLENGE ON FLEXIBLE AGE REQUIREMENTS FOR SCHOOL ADMISSION **

(Report by CASPP Research Committee, March 18, 1960)

Research Committee Members
Verdun Trione, Chairman
Joseph Turbovsky
Theodore Fong
George Allebrand
Robert Oyler
Rosa Parsons
Larry Michiels
Tom Shellhammer
Eli (Mike) Bower

Introduction:

Jacobs (17) infers the need for the provision for early admission to school other than upon chronological age. The Education Code of California (Section 8404) permits earlier admission on the basis of "good cause."

The problem of admission itself has posed a problem for years (4, 6, 21, 29) and has resulted in little legislation (17). Consideration for placement is generally predicated on the basis of chronological or mental age only (1, 14). Allen (1) and Edmiston (7) advise that the problem of establishing a criteria is complicated not only by individual differences but by differences socially and geographically, which are difficult to legislate. Other deterrents are the high cost of psychological screening, lack of qualified personnel and the validity and reliability of instruments used for such purposes (23, 29, 5).

The School and Learning:

At present the most common recommendation is for pre-kindergarten clinics to be used for screening (4, 14, 16) and the concept of mental age being reasonable. Others (6, et al.) suggest the use of the IQ as a better index to academic success. The consideration of boys being admitted at a later age is another consideration.

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* Permission granted to reproduce by CASPP to the Division of Research and Guidance, Los Angeles County Superintendent of Schools.

** Supplement to Section I, Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

Anderson and Gates (23) advise that a child's growth is the evolution of a unique, highly organized personality which embodies learnings from all sources, rather than a maturational concept. These authors also take a broader view of learning. It is a process of adaptation to many experiences whereby a child acquires ways of behaving and performing. Human behavior is too variable to be set to any fixed set of rules or legislation unless the concept of instructions is broad and flexible to meet the needs of learning, irrespective of the age of the child. Tyler (29) supports the above contentions of Anderson and Gates (23) and Russell (27).

After considering such things as MA, IQ, achievement, and maturational development, Tyler (29) offered a theory of experiential organization where learning is a matter of organizing or reorganizing experiences. It avoids the concept, or penchant, among many psychologists and educators who develop indices of growth or development, when obviously there are many exceptions to the rule. With such a viewpoint, a measure of "readiness" can be assessed without some reference to "average". This viewpoint finds support in other pertinent writings (23, 20). It finds strong support from Davis (5), who declares that for a generation no new types of mental problems have been added to intelligence tests. Rather, Davis contends, because of social class differences, that an operational viewpoint is necessary to diagnose and contrive the experiences dealing with the socialization and mental activities of children.

This is further supported by the work of Gibson (11), who, from her exhaustive review of experimental studies on thought and reasoning, found that directed thinking results in superior performance, inferring that the quality of instructional behavior is the soundest instrument. However, such teaching behavior cannot have full effectiveness without adequate diagnostic conceptualization.

Our concern, as psychologists, is for the determination of the experiential field of every child, rather than just sorting out techniques which discriminate the high achiever from the non-achiever (20). Ours is a need for an educational philosophy of depth and breadth that will provide to a teacher the absence and/or presence of behavioral characteristics to be dealt with in the classroom. The above evidence suggests and pleads for assessment which transcends such concepts as mind, intelligence, maturation, mental age, and social age. These but represent the limitations of the instruments and techniques we use today.

Psychologists and Testing:

Pinneau and Jones (25) and others (5, 23) agree that tests represent samples of behavior, and allow for the analysis of aspects of that behavior in observable units. It is also accepted that each test seems to tap different facets of the individual. It is further agreed that the validity of tests still depends upon the effective cooperation of the subject. Also interpretation of differences between status groups mental tests still can only be explained through cultural influences rather than "true differences" (5, 25). Therefore, tests can merely be accepted as partial information on a child. We cannot accept them as a universal standard. Rather, we must not only assess the child, but the total situation of which he is but a part.

Certain writers assert (13, 14, 16, 26, 30), in lieu of better criteria, that we go ahead and make use of mental age, or chronological age. They agree that screening is a fine service and may even offer it. It has been pointed out that such programs are costly and we lack personnel and appropriate instruments. Or, is it we lack the proper persceptive in assessing children? Anderson (23), Davis (5), and Russell (27) declare that our term "readiness" is namely the ability of a child to take on new skills and concepts, and that this is not determined by age, grade, or type of material the child has had. Rather, it seems to be dependent upon his versatility and effectiveness in dealing with new situations and concepts. We apparently assume a child is already capable of commanding the processes of rote learning, of conditioning, trial and error, goal seeking, insightful learning, meaningful activity, or problem solving. As psychologist, are we prepared to communicate this information to a teacher who will have a child for the next nine months? Can we demonstrate the idiosyncratically selective and patterned responses of the child; how he develops his individual modes of responding; how he selects things from the world of stimuli and events; how he pursues goals; how he develops defenses and evolves a symbolic world?

Evidence points that here lies the diagnostic world of the School Psychologist (5, 11). Here, through the wealth of his competence in diagnostic skills, he can reveal where appropriate modes of instruction can block off poor habits and unfortunate skills. Here, on the basis of experiential hypotheses which the School Psychologist arrives at, can he establish the characteristics of some behavioral form, thus presenting to the teacher the job to be done?

Davis (5) confirms this strongly, stating that the learner must be exposed to more than just numbers and reading. He must learn to infer the relationships between specific events, and such experiences must be on a structure of behavior so that the experiences will motivate all social classes (23,27). These are the real challenges before any determinate legislation can be established.

Conclusions

At the present time, we may conclude that admission requirements may be simplified or facilitated by:

(a) The establishment of more nursery schools or kindergartens which provide appropriate experiences;

(b) Selective admission of children who are as much as two months below normal chronological age, but with a mental and social age two or more months above chronological age, and who are in good health and physically mature;

(c) Parental education within the social classes designed to reduce or vary attitudes which allow for operation within the range of the culture--a most difficult task.

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Durkin, Dolores, "An Earlier Start in Reading?" The Elementary School Journal, Vol. 63, No. 3, December, 1962, pp. 147-151. *
(Descriptive Outline)

Introduction:

Longitudinal study of children who read when they enter school. (Pre-school readers attract much attention; need to look carefully at questions being raised and those that ought to be raised.)

Problem:

If a child gets a head start in reading, will he remain ahead?

If a child enters first grade with the reading ability of an average second or third grader will he, over the years, continue to remain ahead of children who are of equal mental ability but could not read when they started first grade?

Sampling:

Experimental group: 25 beginning first graders who could identify at least 18 words from a list of 37 words.

Control group: 201 first graders who could not read when they started school.

Procedure:

For experimental group refer to abstract entitled, "Children Who Learned to Read at Home".

For the control group, each child was given the Stanford-Binet Revised Scale. Gates Reading Tests also administered.

Statistical treatment--coefficient of correlations, regression equations for predicting reading achievement on basis of IQ.

Parent contacts: interviews and correspondence.

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* Supplement to Section I, Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

Findings:

TABLE 1

Deviation of Achievement of Early Readers from Expected Achievement on the Basis of Intelligence Quotients

Intelligence Quotient	Number of Pupils	Average Deviation in Years
91-100	5	+ 0.92
101-110	6	+ 0.68
111-120	4	+ 0.35
121-130	3	+ 0.30
131-140	4	- 0.33
141-161	3	+ 0.43

Actual scores in reading were greater than would have been predicted on the basis of intelligence for the children who were early readers. No statement can be made at this time about early readers in general because the number of pupils in the experimental group is small.

Two observations can be made concerning 15 early readers who had IQs of 120 or less. These are:

1. They appear to have profited from their early start.

2. The lower the IQ the greater seems to be the advantage of starting reading early.

For children having IQs of 120 or more in both groups the school administered reading tests were not difficult enough to establish the upper limits of achievement.

Conclusions:

What a child learns about reading before he enters school does not interfere with subsequent school instruction.

The findings tentatively suggest that children with relatively lower IQs especially benefit from an early start in reading. If this finding should occur in a second study now in progress, it may mean that slower children need contact with learning to read that is spread out over time.

One persistent feeling is that many parents of preschool children are confused and uncertain about their role, or lack of it, in the matter of their child's learning to read.

If the belief is that good education begins where the child is, then schools should pay some attention to the five-year-olds who are already reading and to those who are so close to it that even less than mediocre help would turn them into readers.

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Los Angeles County Superintendent of Schools
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PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Durkin, Dolores, "Children Who Learned to Read at Home", The Elementary School Journal, Vol. 62, No. 1, October, 1961, pp.15-18 *
(Descriptive Outline)

Introduction:

Longitudinal study of children who read when they enter first grade. Little is known about precocious readers.

Problem:

What accounts for preschool ability in reading?

What is the value of learning to read early?

Sample:

Forty-nine beginning first graders chosen from 5,103 pupils. The sample included 29 girls and 20 boys.

Procedure:

Criterion for inclusion in the study was the ability to identify at least 18 words from a list of 37 words.

September, February and June of both 1958 and 1959 were the dates for selection of pupils included in this study.

The Gates Primary Word Recognition and Gates Primary Paragraph Reading Test was administered during the first two weeks of school before reading instruction began to establish upper limits of reading ability.

Those children who made perfect scores on either test were given the Advanced Forms of the above tests.

Those who made perfect scores on the Advanced Forms were given the Gates Reading Survey.

In 1958, each child in the sample was given the Revised Stanford-Binet Scale. Statistical treatment--coefficient of correlation--IQ and Reading Scores.

Parents, teachers and children interviewed.

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* Supplement to Section I, Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

Findings: (First two years of longitudinal study)

TABLE 1

Reading Progress of Forty-nine Early Readers
Over a Two-Year Period

Date of Testing	Reading-Grade Level Range	Median
September, 1958	1.5-4.5	1.9
February, 1959	1.7-5.7	2.8
June, 1959	2.3-5.6	3.7
September, 1959	2.3-6.5	4.0
February, 1960	3.1-7.6	4.6
June, 1960	3.3-8.9	4.9

TABLE 2

Reading Progress of Forty-nine Early Readers as Related to
Various Factors in Pre-school Instruction

Instruction	Number of Pupils	Intelligence Quotient Median	Reading-Grade Level September 1958 Median	June 1959 Median	June 1960 Median
Age Started					
3 years	13	128.0	2.6	4.3	5.3
4 years	22	111.5	1.8	3.5	4.9
5 years	14	127.0	1.7	3.1	4.8
Frequency					
Very often	21	119.0	2.5	3.8	4.7
Rather often	21	112.3	1.8	3.5	4.7
Intermittent	7	132.0	1.6	3.7	5.4
Intent					
Deliberate	11	114.3	2.4	3.5	4.5
Not deliberate	38	123.5	1.9	3.7	4.9
Instructor					
Parent only	21	112.0	2.6	3.9	5.1
Sibling only	4	123.5	2.4	3.8	5.8
Combination	24	124.5	1.7	3.3	4.8

From the interviews which were used to isolate the factors other than intelligence that might occur for pre-school reading ability the following was found:

1. Socio-economic data of families:

upper-middle	lower-middle	upper-lower	lower-lower
7	15	26	1

More than half of early readers came from blue-collar class.

Lower class consistently revealed a ready and even an enthusiastic acceptance of pre-school reading ability.

Those in the higher classes showed concern, even guilt feelings, about their children's ability to read before entering school.

2. Size of families:

Sampling came from families having one to eight children. Average....3. 40 children had at least one older sibling.

3. Age child started to read and help received.

See Table 2 Instruction.

<u>Conclusions</u>:

Partial answer to the two questions asked in the study.

Control group established.

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PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

PART II

SCREENING AND IDENTIFICATION PROCEDURES

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PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Pressey, Sidney L., "Educational Acceleration: Occasional Procedure or Major Issue?" Personnel and Guidance Journal, Vol. XLI, No. 1, September, 1962, pp.12-17. * **

At long last, it is becoming generally admitted that some acceleration of some gifted youngsters is desirable. Thus a conference of representatives of the American Psychological Association, American Educational Research Association, and Association for Supervision and Curriculum Development concluded that "The research testimony as to the advantages of acceleration is weighty, consistent, and continuous over several decades." However, acceleration was judged not "the best method for dealing with the able," and very limited in application; "It is probable that acceleration should not take place with youngsters whose IQ is below 130" (italics theirs) or below about the top five per cent of all school children in ability (1, pp. 60-62). This paper presents considerations arguing that acceleration is certainly the most advantage-yielding and, on the whole, most sound method of dealing with talented youngsters, that the top fifth or more of all pupils might well progress faster than the usual lock-step pace, that acceleration may occur desirably anywhere from kindergarten to professional school--and presents the most rewarding of all opportunities for wise student personnel policy.

The Neglected Values of Timesaving

The chapter on evaluation and research of a recent book on education of the gifted presents elaborate schedules for appraising programs, but nowhere is there mention of the time they take. The careful design of a well-financed investigation provided excellent controls and broad appraisals but nowhere took account of time-saving, nor did the report mention that the accelerates, besides doing better than the controls, had also saved a year! There is now a nation-wide effort to get more able young people to go to college; those who do so increasingly go on into graduate or professional school; of these, the ones who (for example) obtain a doctorate in a science do so at a median age of around 30. A physician who specializes gets into his career even later. Reasonable programs of acceleration would lower these ages at least two years--thus adding two years to career! A medical discovery which added two years to life would receive world-wide acclaim. An educational procedure accomplishing somewhat the same result still tends to be looked at askance.

A variety of investigations indicate that able youngsters can complete secondary school at the age of 17 or 16 instead of the usual 18, that they

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**Supplement to Section I, Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

are then more likely to go on to college (where they do better work and are more likely to graduate than controls of the same ability but the usual entering age), that those graduating young are more likely to go on to graduate or professional school and more likely to have successful careers. Thus Terman found that most of his famous gifted group were accelerated in age of graduating from high school, and comparison of those graduating at age 17, 16, and 15 showed progressive increases from oldest group to youngest in percentages graduating from college, taking one or more years of graduate work, and (for men) in the highest classification as to vocational success--though there was relatively little difference among these three groups in childhood IQ (13). The writer has obtained similar findings. A substantial number of other investigations are to the same effect (10).

Why should all this be so? Obviously early graduation from high school or college leaves more time in youth for further education, for which there may remain more family funds with less likelihood of death of a parent or other reverse; and leaving school for marriage or job is less likely. Earlier beginning of career leaves more time for it. These would seem obvious but neglected timesaving advantages of acceleration. But other factors seem likely.

Educability, Creativity, Maturity

First an intriguing but seemingly completely neglected possibility. Forty years ago, Bagley showed that draftees in the First World War from the various states varied in tested "intelligence" according to the adequacy (largely the average length) of the schooling in those states. Draftees in the Second World War had had about two years more schooling than those in the first and tested as roughly that much higher in "general ability." Lorge found that boys given tests of "intelligence" in 1921 and again in 1941 showed increases in scores roughly proportional to the amount of their schooling since 1921. Several investigations have compared groups of bright pupils who completed the usual three-year junior high school program in two years with groups similar to them in initial school record and ability but taking the usual three years as to record in senior high, and found the accelerates there doing as well or better academically--and satisfactory in social adjustment. Similar results have been reported for groups doing the three years of senior high in two years as regards record in college. If at the end of its intensive two years an accelerate group and its control had been given tests of "general ability," might the accelerates have been found gaining over their controls in "intelligence"?

The writer knows of no such comparisons. But surely a junior high program includes vocabulary, concepts, and study skills of some general value which gained in two years should show on such tests as gains over the controls, if not in "intelligence" in part of what the usual "intelligence" tests measure. This might perhaps best be called "educability." At least the accelerates in the two years gained more education. There may be other gains. Thus over two-thirds of the students who, under subvention of the Ford Foundation, skipped the last year of high school (42 per cent had only 10 years of public school) reported as an advantage "a much greater academic challenge in college than in high school." Parents reported gains in maturity. As a result of these and other factors not only did the "Fordies" do better in college than cases paired with them as to aptitude but who had completed high school and were about two years older, but gained more from college sophomore to senior year on the Graduate Record Examination (2).

Lehman's findings that most outstanding creative work has tended to come early in the careers of famous scientists, inventors, authors, artists, musicians are widely known (5). However, it is not generally recognized that his curves for years of optimal creativity show mostly ages of patenting an invention or publishing a report of a scientific discovery or a book, and the brilliant ideas probably came a year or more earlier. Push these curves down a couple of years and they are close to his curves for ages of winning athletic championships, and in coordination with data on ages of maximal health, capability for learning difficult material, and strong outranging interests (12, 14). Not only greatest creative potential, but also greatest health and enthusiasm to support creative effort, appears usually to come in the twenties and earlier thirties; and if full-time education extends well into these years, maximal productivity might be reduced.

Not only are the increasing numbers of college and advanced students an increasing burden on the economy for both their keep and their schooling, increasingly they are married--32 per cent of a sampling of senior men in the undergraduate colleges of The Ohio State University in the autumn quarter of 1961 and 58 per cent of graduate school men, many with children. Housing for married students is a distinctive problem of the post-war campus, and scholarship or other support for them a substantial charge on funds available for such purposes. However, in the writer's opinion it is not primarily their costs that make student marriages a threat to the prolonging of advanced training, but more broadly the desire shown by young people that they be allowed the realization of adulthood without long delay, after maturity has been reached. Adulthood means not only marriage, but the beginning of career and an independent place in the community. So earlier completion of full-time education will, the writer believes, increasingly be sought by students. That the result may be healthy educationally is well expressed in a letter from a former president of the American Psychological Association and authority on child development, now an administrator in a famous university, in answer to an inquiry about his having obtained his doctorate at the age of 23:

> I cannot speak too strongly for the value of finishing up the educational process as early as possible. I am quite convinced that the greatest creativity and greatest enthusiasm for research comes before the age of 35. Certainly many of our students today are far better trained when they get a Ph.D. than I was. But in the next five years I learned probably as much factually as they do and I had the enormous advantage of already having a good leg up on my career, and the satisfaction of being an independent operator with a few small successes that unquestionably served to motivate me vitally toward a continuation of that career. I think it is almost criminal to let people stay in the social role of student any longer than is absolutely necessary. The only progress I see in people's development is that which comes from their own independent work. The longer they remain students, the longer they remain subordinate, passive, always looking up to others instead of out toward the horizon for themselves. What we need to do is get more people into their careers and let them begin to enjoy the rewards and excitements of independent endeavor.

The preceding paragraphs have argued that accelerated programs for the gifted should: (a) certainly give more education in a given time, but perhaps also result in more and more mature general competencies, (b) make more career use of the potentially most productive early adult years, (c) make feasible earlier realization of adult status as in beginning of career, socio-economic independence, and marriage. If all this is desirably so, then in general those finishing an educational program young should be more successful than those finishing later. As already mentioned, Terman found those graduating from high school early most successful in later education and career. The writer gathered data indicating that those graduating young from a New England arts college and from a midwestern teachers college were vocationally more successful than those graduating at the usual age. Recently he has compiled material as to the relations of age of obtaining the doctorate to professional success. Currently, median age of obtaining the doctorate in psychology is around 31 (with only one per cent getting the degree at 24 or younger); however , the last 25 presidents of the American Psychological Association earned the degree at the median age of 25.7! Analogous findings were obtained for chemists, sociologists, economists, and political scientists and the presidents of their national organizations. Indeed, of the presidents of these various learned societies, 32 per cent of the psychologists, 25 per cent of the chemists, and 15 per cent of the social scientists had obtained the doctorate at the age of 24 or younger. Further median age of obtaining the doctorate was 26.1 for a sampling of members of the American Academy of Sciences and 25.0 for Nobel Prize winners in physics and chemistry; 22 per cent of the first group and 50 per cent of the second obtained the degree at the age of 24 or younger (7, 8). In total, the evidence for acceleration, especially as regards career outcomes, would seem varied and impressive.

Application, Implications

Such evidence (in contrast to the negligible good research supporting enrichment) would seem to warrant the conclusion that acceleration was the best of generally recognized methods of dealing with the gifted. And surely such benefits should not be limited to the top 5 per cent of pupils; at least the top 20 per cent should be considered for some advancement over the lock-step pace. The total of such likely desirable outcomes should make acceleration the most rewarding of all personnel procedures, and counseling looking thereto especially pleasant--and especially needed now. For acceleration recognizes ability by advancement earlier to complete more education for better vocational opportunities--sooner to meet the nation's needs with more trained manpower. And if a fifth of all high school graduates might well finish the usual 12 years of public school in 11 years or less (in the writer's judgment, a reasonable estimate on the basis of a variety of data, some shortly to be mentioned) and a fifth of all college graduates finish in three years, then the relief to crowded schools and colleges would be considerable.

But why keep the age-grade lock-step as the basic procedure, deviation from which becomes a special issue? Why not admit each child to the first grade when he is "ready"; numerous experiments have shown bright children admitted before six doing well--better than their controls when followed even through the eighth grade (15). Why not non-graded schools, in which each child may progress as he can? More might then "accelerate" than before. At slow-down and overlap places in the present ill-coordinated American

educational system (perhaps around second grade, junior high, senior year of high school and college freshman year) a large portion of all the youngsters might edge ahead. And why not "classless" colleges? Now some students enter as sophomores because of anticipatory examinations in such institutions as Harvard, and many universities permit earning of graduate credit in the senior undergraduate year. The able might, if permitted to move easily over grade-class boundaries, advance yet more rapidly. An elaborate California investigation of gifted children showed one-fourth of a group of first graders at the end of that school year reading at fourth grade level; in arithmetic they were two years advanced. The upper half of fourth and fifth grade gifted pupils was close to or beyond ninth grade level on a battery of tests of achievement (6). About a tenth of all high school seniors scored above the college senior mean on an elaborate examination supposedly covering the essentials of a college education (4). Over three-fourths of the "Fordies," who had skipped the last one or two years of high school, when college sophomores scored above the mean for first year graduate students on the Graduate Record Examination (2).

Might social maladjustment result from any substantial acceleration, even in a non-graded school or college? Gifted youngsters have been found to prefer the companionship of older and other gifted associates (9). The California study noted the "striking and consistent early emotional maturity" of the gifted, who "at both the junior and senior high levels resembled college and adult populations more closely than they resembled their own age mates" on a personality inventory (6, p.4). In fields now less subject to age-grade rigidities--music, the graphic arts, the performing arts, athletics--those excelling usually begin early and progress rapidly, and different ages associate easily in their common interest. But if age-grade rigidities be done away with and personnel policy is alert to the opportunities thereby presented, might the average student accelerate a little, making marked acceleration of the able less marked?

For it seems hardly too harsh to say that the total American educational system is an ill-coordinated conglomerate, irresponsible in its readiness to take over some of life's best years. Fifty years ago an American doctorate regularly took three years, but now four or more; and if it is argued that now much more need be learned, Oppenheimer's remark should be recalled that with the present rapid changes in knowledge, soon all one learned in schools is not so (incidentally, he obtained his doctorate at the age of 23). The Ph.D. program, imported less than a century ago from Germany where it followed the secondary school "gymnasium," was here put after the four-year college. So the doctorate is obtained about four years earlier in Germany than here--four years added to career which might be a factor in German scientific productivity. The American college was imported over three centuries ago from England where Cambridge had had four-year programs; that institution went to three, but not the American college, in spite of many efforts so to do, led by such people as Harvard's President Eliot. The American high school is largely homegrown, and may almost completely overlap the first year of college. Not many years ago, excellent school systems had seven elementary grades instead of eight--and research evidence indicates that they were doing about as much educationally in the shorter time. With guided progress aware of all this and of the brighter student's capacity to move ahead, might the median age for the doctorate drop to 25, for the A.B. to 20? And if the present "going steady" with one's own age group was broken up, might that be socially healthy, perhaps reducing the number of too early marriages?

Guidance might well first stress to students, parents, and teachers the considerations outlined in this paper. Faster progress than the lock-step may sometimes be by skipping: so by substantial advanced placement credit a student may enter college with sophomore standing (3), or like the "Fordies" skip the high school senior year; or a bright child may skip the last year of junior high into senior high or sixth grade into junior high, or begin primary school in the second grade if he enters already able to read. Better are smoother means: in college, accelerative honors programs, or independent study; in the public schools, rapid progress sections or non-graded structuring (perhaps aided by "teaching machines"). Wisely guided acceleration may add two or three years to the careers of able young people, not merely without educational loss but with gains in competence sometimes notable (11).

Summary

Belatedly, it is being recognized that research evidence in favor of acceleration is overwhelming. But old doubts persist. And the larger significance of the evidence seems not seen.

1. Fifty years ago the effort was to keep young people in school longer; now much evidence indicates that many are being kept there too long. Yet "timesaving in education" has been little mentioned since the twenties, and both school programs for the gifted and the college honors programs often ignore the issue.

2. Acceleration may not only give a student more education in a given time, but increase his functioning abilities. The greatest physical vigor and intellectual creativity come in the earlier adult years is now well evidenced. That young people are increasingly insisting on less delay in adult status is evidenced by the increase in student marriages. A variety of evidence indicates that early beginning of career is associated with outstanding success therein.

3. Personnel policies fostering acceleration of able students should thus be richly rewarding. Now, years in their lives may be frittered away in ill-coordinated, slow-paced, over-extended educational programs. Guided acceleration may well not only prevent such waste, but be the cutting edge of efforts toward programs better coordinated and paced, for all in the schools.

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Los Angeles County Superintendent of Schools
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PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

United States Office of Education, "Study of the Effectiveness of Beginning the Teaching of Reading in Kindergarten", Cooperative Research Projects, Bulletin 1962, No. 18, p. 34. *

(Descriptive Outline)

Problem:

The main focus is upon an experimental comparison of the effectiveness of beginning the teaching of reading in kindergarten with beginning such teaching in the first grade.

Objectives:

To test the following hypotheses concerning the experimental groups: (1) They will show significantly greater achievement in reading at the end of grade 1 than will the control groups; (2) They will have significantly greater reading rates, reading vocabularies, and reading comprehension at grade 3 and grade 5 than will the control groups; (3) They, as well as the control groups, will show no significant differences in the number of pupils who evidence reading disabilities at grade 3 and grade 5; (4) They will make significantly greater gains than will the control groups in achievement in certain academic subjects at the end of grade 3 and grade 5; (5) They will evidence greater interest and enjoyment in reading at the end of grade 1, grade 3, and grade 5, as measured by the quantity of reading, than will the control groups; and (6) They will be superior to the other groups on the criterion variables mentioned above.

Procedures:

The research design proposes to teach certain beginning reading activities to 50 experimental and 50 control groups totaling 3,000 kindergarten pupils. Although both groups will receive similar instructions, the experimental groups will be taught reading in kindergarten and control groups will be taught in the first grades, so that the time of beginning reading instruction will be the main variable. The method of teaching beginning reading in kindergarten and first grade uses the context and the sound of the first letter and as many others as are needed. In the first and following grades both the control and experimental groups will be subdivided into two programs. One of these will be an adjusted program designed to take the pupils as far and as fast in reading as they can soundly go.. This will allow for division into four groups: an experimental group with a regular reading program in grade 1; one experimental group with an adjusted reading program in grade 1; one control group which begins a regular reading program in grade 1; and

* Supplement to Section I, Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

one control group with an experimental reading program beginning in grade 1 followed by an adjusted reading program. To determine the long-range effects of the study, pupils will be tested at the end of grades 1, 3, and 5. A variety of reading tests will be used and a questionnaire dealing with occupation, education, and similar matters will be administered to parents. The principal statistical technique will be analysis of variance with time of beginning reading as the primary variable.

Kenneth E. Oberholtzer
Superintendent
Denver Public Schools
State Dept of Education
Denver, Colorado

Project 1134
Duration: 5 years
January 1961 to December 1965
Federal Contribution: $92,319.

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Los Angeles County Superintendent of Schools
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PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

United States Office of Education, "Effectiveness and Feasibility of Early Admission to School for Mentally Advanced Children", Cooperative Research Projects, Bulletin 1962, No. 18, pp.71-72 *
(Descriptive Outline)

Problem:

This study is concerned with a special case of acceleration: early admission to kindergarten.

Objective:

To determine the effects of early admission of highly intelligent children to kindergarten.

Procedures:

Psychologists will examine all children in the community of Warren, Pennsylvania, between the ages of 3 years and 9 months and 4 years and 8 months as of September 1, 1962, and will recommend a minimum of 12 to 25 children for early admission to kindergarten. The criteria for selection will include: IQ of 130 or above, social maturity a year or more above standard, sound and well-developed personality, and physical characteristics not likely to limit the child. This same procedure for selecting children for early admission will be carried on for each of two years so that a total of from 24 to 50 children will be involved.

Children in the early admission program will be compared with other children in terms of growth in academic skills, in social development, in emotional development, and in motor skills, as measured by periodic conventional teacher evaluations and augmented by additional group and individual standardized tests. The measures of the impact of the practice on the school system will be in terms of such factors as additional costs for instructional and ancillary services, changes in workloads of teachers and supervisors, participation of parents, changes in attitudes toward early admission on the part of educators, related professional workers, parents, and the total community, and modifications in the policies and practices of the school system as consequences of the project.

Jack W. Birch, Chairman
Department of Special Education
& Rehabilitation
University of Pittsburgh
Pittsburgh, Pennsylvania

Project D-010.
Duration: 2 years, 7 months
Nov. 1961 to July 1964.
Federal Contributions $49,715.

* Supplement to Section I, Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

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Los Angeles County Superintendent of Schools
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PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Hobson, James R., "High School Performance of Underage Pupils Initially Admitted to Kindergarten on the Basis of Physical and Psychological Examinations", Educational and Psychological Measurement, Vol. 23, No. 1 Spring, 1963. *

(Descriptive Outline)

Introduction:

For fifteen years Brookline (Massachusetts) Public Schools admitted annually 115 underage children to kindergarten following an individual physical and psychological examination.

The results of early research showed:

1. A significantly high positive relationship between mental age at entrance and both teachers' marks and standardized achievement test results through grade four.

2. Average marks and achievement test results of the underage group showed higher than those of other children in every grade except kindergarten, where the marks were slightly lower than average despite higher average ratings on stardardized reading readiness tests.

The results of studies ten years later (1948) further indicated:

1. That the margin of average superiority of the underage children increased as they progressed through the eight elementary grades.

2. That the underage groups not only exceeded their fellows scholastically on the average, but were referred less often for emotional, social and other personality maladjustments.

Problem:

1. To compare high school scholastic performance of underage children admitted to kindergarten by tests with performance of others in their class.

2. To compare high school activity participation of the two groups.

3. To gain some idea as to the relative success in college admission of the two groups.

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* Supplement to Section I, Background Materials, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

Sampling:

The first investigation included 550 underage graduates in ten classes, and 3,891 other pupils in those classes.

The second investigation was concerned with 91 underage children, and 724 in a control group.

Procedure:

TABLE 1

Percentage of Academic and Extra-Curricular Distinctions of Underage, Test-Screened Pupils and Others in Ten Graduating Classes Combined.

	Total N*	Honor Graduates			Elected to Alpha Pi**		
		Boys	Girls	Total	Boys	Girls	Total
Underage, Test Screened	550	18.8	25.4	22.7	12.9	18.7	16.4
Others	3,891	8.4	15.0	11.9	5.8	8.7	7.3
Difference		10.4	10.4	10.8	7.1	10.0	9.1

*There were 224 boys and 326 girls graduated (of 1,165 originally admitted to kindergarten in the underage, test-screened group). The "others" group was made up of 1,863 boys and 2,028 girls.

**For election to Alpha Pi, at least one-third of the points presented as evidence of eligibility for membership must come from participation in extra-curricular activities.

TABLE 2

Four-Year Academic Point Ratings of Underage, Test-Screened Graduates and Others in Two Classes

	Total N*	Class of 1946			Total N*	Class of 1947		
		Boys	Girls	Total		Boys	Girls	Total
Underage, Test Screened	39	2.43	2.52	2.49	52	2.53	2.73	2.64
Others	336	2.22	2.33	2.29	388	2.18	2.38	2.28
Difference		.21	.19	.20		.35	.35	.36

*The class of 1946 was made of 12 boys and 27 girls in the experimental group; 139 boys and 197 girls in the control group. In the class of 1947 there were 20 boys and 32 girls in the former, 197 boys and 191 girls in the latter group.

TABLE 3

Extra-Curricular Activity Participation of Underage (ABT)* and Other Graduates in the Classes of 1946 and 1947

	Underage				Other			
	Boys		Girls		Boys		Girls	
	Number of Activities		Number of Activities		Number of Activities		Number Activities	
Year	Total	Mean	Total	Mean	Total	Mean	Total	Mean
Class of 1946	138	11.58	583	19.33	1145	8.79	3023	14.85
Class of 1947	222	11.50	826	26.22	1841	8.55	3228	15.62
Both Years Combined	360	11.53	1409	22.89	2986	8.69	6251	15.24
S.D.		7.43		14.13		7.83		11.33
Diff.		2.84		7.65				
Both Sexes Combined	N = 1,769		Av. = 18.8		N = 9,237		Av. = 12.1	

* ABT - Admitted by test.

TABLE 4

Admission to Post-Secondary Schools of Underage (ABT) and Other Graduates of the Classes of 1946 and 1947

	BOYS									
	Underage (ABT)					Other				
		4-Year Colleges		Other Inst.			4 Year Colleges		Other Inst.	
Class	En.	N	%	N	%	En.	N	%	N	%
1946*	12	6	50.0	1	8.3	140	36	25.7	26	18.6
1947	20	13	65.0	2	10.0	216	95	44.0	26	12.0
Total	32	19	59.4	3	9.4	356	131	36.8	52	14.6
Diff.			22.6							

* 4 ABT and 45 other boys of the Class of 1946 entered the Armed Forces of the U.S. shortly before or immediately after graduation. These percentages are 33.3 and 32.1, respectively.

Conclusions:

1. The scholastic superiority in elementary school of underage children continued and somewhat increased through high school.

2. Underage accelerates engaged in a significantly larger average number of extra-curricular activities. Athletic and social honors and elective positions came in for their full share of underage participation.

3. In the matter of honors, awards and distinctions at graduation the underage children exceeded their fellows by a ratio of about two to one.

4. A significantly larger percentage of underage graduates sought and gained admission to accredited four-year colleges of superior standing than was true of their classmates of the same sex.

5. Initial acceleration of children who can demonstrate physical fitness and mental maturity which will insure their being under no serious initial handicap is the ideal means of making initial provisions for individual differences. It is a step in providing for gifted children and saves a year for the candidate for the professions who face a long period of graduate and post-graduate study after college.

Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

SCREENING AND IDENTIFYING PROCEDURES *

Instruments Used for Kindergarten-Primary Placement

Los Angeles County Superintendent of Schools, Division of Research and Guidance, "Appraising Readiness for Reading", 1959.

California State Department of Education, "Formal Arithmetic Processes Test", Educational Programs for Gifted Pupils, January, 1961, Appendix B, pp. 246-249.**

California State Department of Education, "Health Report - Medical Observations", Educational Programs for Gifted Pupils, January, 1961, Appendix G, p. 260. **

California State Department of Education, "Health Report - Teacher Observation", Educational Programs for Gifted Pupils, January, 1961, Appendix F, p. 259. **

California State Department of Education, "Kindergarten Check List", Educational Programs for Gifted Pupils, January, 1961, Appendix A, p. 245. **

California State Department of Education, "Pupil Evaluation - Primary Form, Educational Programs for Gifted Pupils, January, 1961, Appendix C, p. 250. **

Portland Public Schools, "Primary Observation Check List", The Gifted Child in Portland, 1959. **

Los Angeles County Superintendent of Schools, Division of Research and Guidance, "Abilities Rating Scale", 1963.

Los Angeles County Superintendent of Schools, Division of Research and Guidance, "Intellectual Processes Rating Scale", 1963.

Merced County Schools, Merced, California, "Rating Scale for Pre-School Round-Up", California Association of School Psychologists and Psychometrists, Conference Workshop No. 6, 12th Annual Conference, March, 1961, pp. 13-14.

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* Supplement to Section II, "Characteristics and Identification", Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.
**Examples may be found in Section II, "Characteristics and Identification", Implementation of Education Code Provisions on Programs for the Gifted.

Research Committee, "Screening Instruments Used for School Placement", California Association of School Psychologists and Psychometrists: Conference Workshop No. 6, 12th Annual Conference, March, 1961, pp. 11-12.

Research Committee, "Rutgers Drawing Test", California Association of School Psychologists and Psychometrists: Conference Workshop No. 6, 12th Annual Conference, March, 1961, pp. 15-19.

Wilson, J. A. R., Robeck, Mildred C., Robinson, Alvin E., Kindergarten Evaluation of Learning Potential, Santa Barbara: Sabox Publishers, 1963, 44 pp.

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Los Angeles County Superintendent of Schools
Division of Research and Guidance

APPRAISING READINESS FOR READING

Introduction

This technique has been devised to help you in getting an accurate picture of each child's readiness for reading instruction. You will be able to analyze a child's strong and weak points in a number of different areas. In so doing it will be possible for you to determine what specific handicaps a child may have. It can be used to determine specific teaching needs of each child and to get an over-all rating, which will help you in forming your preliminary reading groups.

You will notice that each of the Roman numeral headings on the "Appraisal of Readiness for Reading" is the same as each major heading on the Rating Scale, such as Mental Ability, Physical, etc. However, you will notice that in some cases, the minor areas on the scale do not parallel exactly those on the appraisal sheet. The questions on the appraisal sheet are merely intended to help you rate according to each area on the scale.

One of the accompanying forms is entitled, "Reading Readiness Handicaps and Their Correction." This form points out some procedures you might want to use in helping a child overcome a particular handicap.

Detailed Instructions

A. Place each child's name in the column at the left on the Scale.

B. Rating each child -

1. By referring to the "Appraisal of Readiness for Reading" it is possible to rate each minor area on the Scale.
2. The printed sample on the scale of Johnny Jones uses "P" for poor, "G" for good, and "E" for excellent in each area. You may wish to use "S" for satisfactory or "U" for unsatisfactory.
3. You will probably encounter more difficulty in rating General Mental Maturity. This will be the case if you have to make a judgment rather than rely on specific test results. This can be done fairly accurately by comparing each child to the class in terms of average, above average, or below.
4. By looking over all the specific ratings it is possible to determine an over-all rating. For instance, if there were a predominance of "P's" you would probably finish with a poor over-all rating or if there were a large number of "G's" you might finish with a good over-all rating. In the column under comments, a notation can be made with reference to the placement for the youngster or some comment regarding his readiness problem.

APPRAISING READINESS FOR READING

References: Gates, The Improvement of Reading, Chapter 6
Adams, Teaching Children to Read, Chapters 4 and 5
Harris, How to Increase Reading Ability, Chapter 2
Lamoreaux & Lee, Learning to Read Through Experience

I. Mental Ability

A. Does he have a good memory span? Can he remember instructions, recall the events of a story, remember visual details of a picture?

B. Is it very difficult for him to work out his own problems?

C. Can he follow directions?

D. Would you rate his mental maturity average, above average, or below average?

E. Does he have good visual perception? Is he sensitive to similarities and differences in pictures, words, and letters? Can he draw and copy drawings well?

F. Does he have good auditory perception? Can he recognize rhymes? Is he sensitive to similarities and differences in word beginnings or word endings?

II. Physical

A. Vision

1. Can he see clearly from any part of the classroom?
2. Does he hold his book at the proper distance from his eyes?
3. Can he discriminate between colors?

B. Hearing

1. Does he hear oral directions at regular classroom distances?
2. Does he repeat spoken words correctly?

C. Motor Development

1. Does he have good motor control over large muscles as shown in walking, running, skipping, hopping, dancing, climbing stairs, throwing, and catching?

2. Does he have good motor control in handling small objects, using scissors, etc.?

3. Does he have fairly good eye-hand control in using scissors, crayon, or pencil?

D. General Health

1. Is he able to work or play for reasonable periods without tiring?

2. Does he seem physically fit?

3. Are his health habits good?

III. Social and Emotional

A. Emotional Stability

1. Is he adjusting to his new environment?
2. Has he overcome timidness and fearfulness?
3. Does he have self-confidence?
4. Is he interested and active, cheerful, and happy?

B. Group Participation

1. Is he friendly toward members of his group?
2. Does he show initiative in working with his group?
3. Does he work and play well with others?
4. Is he interested in what others have to say?
5. Is he kind to animals?

C. Self Help

1. Is he persistent in finishing a task?
2. Can he follow simple oral directions?
3. Is he neat and orderly in his work?
4. Is he careful in handling tools and materials?

IV. Experience

A. Home Background

1. Do his parents speak English with reasonably good vocabulary?
2. Has he traveled with the family? Do they take him on local trips and excursions?
3. Does he have books, pets, collections?

B. Does he have a reasonable background concerning pets, animals, birds, transportation, food, shelter, etc.?

V. Language

A. Is he able to express simple ideas in sentences?

B. Is he able to retell in proper sequence a short story told to him?

C. Does he speak clearly and plainly?

D. Has he a fairly good range of meaningful concepts?

E. Does he attempt to use "new" words?

VI. Prereading Development

A. Does he enjoy looking at books?

B. Does he read from pictures?

C. Is he interested in what signs and labels say?

D. Is he reasonably familiar with children's rhymes and stories?

APPRAISAL OF READINESS FOR READING

RATING SCALE

		Mental Ability				Physical				Social Emot.			Experience	Language						
Name	Age	Gen'l Mental Maturity	Visual Perception	Auditory Perception	Results of Readiness Test	Vision	Hearing	Motor Development	General Health	Emotional Stability	Group Participation	Self Help	Home Background	Richness of Experience	Vocabulary	Use of Language	Clearness of Speech	Pre-reading Development	Over-all Rating	Comments
Johnny Jones	6-0	E	E	G	G	E	E	G	G	P	P	G	G	G	G	G	G	G	G	Slight delay, middle group; rapid progres will sho

READING READINESS HANDICAPS AND THEIR CORRECTION

Handicap	Evidence of Handicap	Helpful Procedures
Poor auditory perception	Seems to have poor hearing but does well on hearing test.	Provide a good model of speech.
	Speech is indistinct or defective.	Encourage accurate pronounciation. See suggestions under "Defective speech" below.
		Much use of rhymes, jingles, poems and songs.
	Is insensitive to similarities and differences in word beginnings or word endings.	Call child's attention to the difference between two words which he confuses.
		Say a list of words. Have child listen for the one that does not sound like the others.
Poor visual perception	Insensitive to similarities and differences in pictures, words, letters.	Practice in clay modeling, drawing, cutting around outlines. Assembling picture puzzles. Finding missing parts in pictures. Describing pictures in detail. Exercises for noting visual similarities and differences, such as those in reading readiness workbooks. If very poor, delay reading. Check for possible visual difficulty.
	Draws and copies drawings poorly.	
	All readiness tests contain sub-tests to measure visual perception.	
Poor general health	One or more of these: overweight; underweight; pale, looks anaemic; listless; tires easily; frequent colds; mouth breather; poor posture; other signs of poor health.	Recommend a thorough medical examination.
		Take special precautions to avoid strain and fatigue for frail or sickly children. Give rest periods.
		Discuss with mother the child's eating and sleeping habits.
	Report from physician or nurse.	Check up to see that defects are corrected.

(continued)

Handicap	Evidence of Handicap	Helpful Procedures
Inability to follow directions.	Needs repetition of directions.	Give directions slowly and clearly. Gain the child's attention before starting.
	Look for evidence of low intelligence, language handicap, or poor hearing	Play "following directions" games. At first, give one direction at a time, then two, then three.
	Difficulty in following directions on any readiness or intelligence test.	Allow children to take turns in giving directions for games and other classroom activities.
		Check for possible hearing difficulty.
Poor attention.	Does not listen when directions are given. Tires of an activity quickly.	Check for possible hearing difficulty. This is normal in young children. Watch for sign of restlessness and change to another activity.
	Is very distractible.	For individual activities, give a seat away from other children.
	Seems dreamy, absorbed in own thoughts.	Give opportunity to tell his stories and ideas. In general, provide interesting activities; children are attentive when their interest is aroused.
Low in intelligence.	Range of information is poor. Unable to give explanations. Language development is retarded.	General readiness work with little emphasis on reading until child reaches greater mental maturity.
Poor memory.	Forgets instructions.	Give motive for wanting to remember; send on errands with oral messages.
	Unable to recall events of story.	Tell a simple story; ask child to retell the story after other children have done the same.

(continued)

Handicap	Evidence of Handicap	Helpful Procedures
Poor memory (continued)	Memory span below four digits or words.	Play memory games: One child says something, second tries to repeat it; if correct, he takes lead. Several objects on table. Child who is "it" turns back, tries to tell which one was removed.
	Poor memory for visual details.	Have children inspect picture, ask for list of things in the picture.
Poor vision	Teacher observes that: Eyes tear or become bloodshot; child squints or closes one eye to see better; gets close to board or chart to see; complains of headaches.	Place in a favorable seat. If difficulty is severe, sight-saving activities and materials may be necessary. Refer for vision test. If glasses are needed, see that they are obtained and used.
Poor hearing		Refer for a hearing test. Give child a favorable seat.
	Teacher notes that child: has a chronic ear infection, seems inattentive, misunderstands directions, asks to have statements repeated, comprehends better in conversation than at usual classroom distances.	Speak slowly and distinctly to the child. Emphasize visual approach in reading. Poor hearing is no reason for delay in starting reading, unless other handicaps are present.
Poor muscular coordination	Clumsy; poor at walking, running, skipping, hopping, dancing, climbing stairs, throwing, catching. Often drops and spills things.	Be patient; clumsiness and slowness are not intentional. In severe forms lack of coordination may be a sign of a neurological difficulty. Refer for medical examination.
	Poor hand-eye control in using scissors, crayon, pencil.	Rhythmical games to music: dancing, skipping, etc.

(continued)

Handicap	Evidence of Handicap	Helpful Procedures
Poor muscular coordination (continued)		Rhythm band. Show careful ways of holding objects. Simple types of handwork: cutting, pasting, coloring, clay or plasticine, weaving, construction. Use of manipulative toys: peg-boards, form-boards, etc.
Poor cultural background	Parents are uneducated, ignorant. Foreign language is spoken at home. Home is lacking in common cultural assets: TV, radio magazines, books, etc.	Provide a good model. Rich oral language activities (see below). Explain to parents the desirability of child's hearing and speaking English at home. Provide rich, varied experiences (see below).
Meagre background of experience.	Child's experience is confined to his own neighborhood Unacquainted with traditional rhymes and stories. Range of information very limited.	Plan a sequence of visits; the school itself, stores, fire station and other points of interest in the neighborhood, more distant parts of the community, the zoo, a farm, etc. Develop new concepts and vocabulary during the trip and in subsequent discussion. Make use of pictures, films and slides. Provide rich experiences in the classroom. Encourage children to bring pets and possessions to school, sharing experiences. Have appropriate, simple units of activity. Read stories and poems to children. Children retell and dramatize stories.

Handicap	Evidence of Handicap	Helpful Procedures
Limited vocabulary	Limited comprehension. Has difficulty finding words to express his ideas.	Provide rich, varied experiences to build vocabulary (see above). Acting games. Teacher says a sentence, children (taking turns) act it out. Different games can be played in which children act out nouns (animals, etc.), verbs (walk, run, hop), adverbs, (quickly, quietly), prepositions (under, behind, in). Pictures are used for introducing new concepts. Teacher lists all the words the children know of one type (toys, pets, etc.). Those not generally known are described and illustrated.
Poor use of language	Speaks in one or two words, or in fragmentary sentences. Uses immature speech forms ("I runned," etc.) Uses undesirable speech forms which are characteristic of his cultural background.	Teacher's statements should be complete sentences. Restate gently, grammatical errors, awkward constructions, slang, etc., by stating child's idea in more appropriate language. Provide opportunities for natural growth in language ability through free conversation, group discussions, "telephone conversations," "radio and TV broadcasts," composing group stories, telling experiences, dramatization of stories.
Defective speech	Speaks too fast, runs words together. Lisping	Speak slowly and distinctly to children. Encourage child to take his time. Promote relaxation. Is normal in children who have lost front baby teeth.

Handicap	Evidence of Handicap	Helpful Procedures
Defective speech (continued)	Baby talk; defective pronunciation of consonant sounds	If marked, requires special training in production of speech sounds. Mild cases usually clear up without special attention.
	Marked hesitation, stammer or stutter.	This is a problem for a speech correctionist or psychologist. Classroom teacher should encourage relaxation, rhythmical activity, freedom from strain.
Emotional instability	May be shown in: shyness, timidity, excessive self-consciousness quick temper, tantrums stubbornness, negativism extreme restlessness.	Do not rush a timid child into group activities; give him time to become used to school. Remove overexcited, rebellious, stubborn or angry child from group temporarily; provide a quiet individual activity.
	Extreme sensitivity; crybaby	
	Specific nervous habits	Teacher should show warmth, liking for the child, appreciation. Underlying cause of nervousness needs to be removed. Severe cases of emotional instability should be referred to your principal.
Lack of self-reliance	Child makes excessive requests for help.	Encourage child to try to do things. Provide help and support when needed.
	Child gives up quickly when he meets difficulties.	Build self-confidence through experience of success in a graded series of activities, starting with very easy ones.
Poor group participation	Child is bossy; picks fights and quarrels.	Remove from group temporarily. Look for cause in the home situation.

(continued)

Handicap	Evidence of Handicap	Helpful Procedures
Poor group participation	Submissive, shy, afraid to speak up.	Ask the child easy questions. Praise generously. If too shy to talk in front of group, allow to recite to teacher privately.
Bad family situation	Interview with mother or older children in family. Look for evidence of: poor discipline-too harsh, too lax, or inconsistent, quarreling and dissension child is unloved, child is overprotected.	When family situation is very bad, parents should be encouraged to seek help of the school psychologist. Some mothers are receptive to tactfully given suggestions concerning discipline and child management.
Lack of interest in reading	Child seems restless, uninterested, when teacher reads or tells stories.	Language may be too difficult or ideas too strange for child's comprehension. Vary the type and difficulty of stories.
	Child shows no interest in books or in learning to read.	Provide library table with interesting picture and storybooks. Read stories from books in class library. Build simple reading stories from children's own experience. Praise generously the first signs of interest or attempts to read. Post class newspaper and group stories.

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

Experimental Draft

ABILITIES RATING SCALE *

Name_____ Birthdate_____ Grade_____

Teacher_____ District_____ Date_____

Please rate each and every statement by putting an X in the appropriate square after the statement. The squares are numbered from 1 to 5 and represent the degree to which you have noticed the described ability. The bases for making a judgment are given below:

(1) You have not noticed this ability.
(2) You have noticed this ability to a slight degree.
(3) You have noticed this ability to a considerable degree.
(4) You have noticed this ability to a large degree.
(5) You have noticed this ability to a very large degree.

ABILITIES	(1)	(2)	(3)	(4)	(5)
1. Intellectual ability The ability to do general school work and similar tasks.					
2. Problem Solving ability The ability to use common sense in figuring out practical problems.					
3. Comprehension ability The ability to notice details of things and understand their meaning.					
4. Analytical ability The ability to identify specific patterns in a complex design.					
5. Verbal ability The ability to express oneself in words and understand words.					
6. Spatial ability The ability to imagine different views of objects by looking at their drawings.					
7. Reasoning ability The ability to figure out the reasons behind things.					

* Adapted by Marcella Bonsall from: Paul H. Bowman, et. al., "Studying Children and Training Counselors in a Community Program", University of Chicago Press: Supplementary Educational Monographs, The Youth Development Series. Number 2, 1953, p. 115.

	(1)	(2)	(3)	(4)	(5)
8. Drawing ability The ability to express oneself in painting and drawing.					
9. Musical ability The ability to express oneself in some form of music.					
10. Social cooperation The ability to work and play with others harmoniously.					
11. Social confidence The ability to feel at ease and enjoy oneself with other people.					
12. Social leadership The ability to make it possible for people to work or play together effectively.					
13. Social acceptability The ability to be liked and wanted as a friend.					

14. Other abilities
List other abilities and rate.

_____				
_____				
_____				
_____				
_____				

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

INTELLECTUAL PROCESSES RATING SCALE *

Experimental Draft

Name_____ Birthdate_____ Grade_____

Teacher_____ District_____ Date_____

Please rate each and every statement by putting an X in the appropriate square after each statement. The squares are numbered 1 to 5 and represent the degree to which you have noticed the described intellectual process. The bases for making a judgment are given below:

1. You have not noticed this process.
2. You have noticed this process to a slight degree.
3. You have noticed this process to a considerable degree.
4. You have noticed this process to a large degree.
5. You have noticed this process to a very large degree.

INTELLECTUAL PROCESSES

	RATING SCALE				
	1	2	3	4	5
Cognition: The process of discovery, rediscovery, recognition, comprehension, understanding.					
Memory: The retention of information in any form accumulated through in-school and out-of-school experiences.					
Convergent Production: The production of information from given information where the emphasis is upon achieving conventionally accepted or best outcomes.					
Divergent Production: The production of information from given information where the emphasis is upon a variety of ideas from the same source.					
Evaluation: To reach decisions or make judgments concerning the goodness (correctness, suitability, adequacy, desirability) of information in terms of criteria of identity consistency and goal satisfaction.					
Subtotals (one for each X in each column)					

Totals of all columns: .....

* Adapted by Marcella Bonsall from: Guilford, J.P., and Merrifield, P.R. "The Structure of Intellect Model: Its Uses and Implications", Reports from the Psychological Laboratory, No. 24. Los Angeles: University of Southern California, April, 1960

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY AGE ENTRANCE TO FIRST GRADE

Merced County Schools, Merced, California, "Rating Scale for Pre-School Round-Up", California Association of School Psychologists and Psychometrists: Conference Workshop No. 6, 12th Annual Conference, March, 1961, pp 13-14.*

RATING SCALE FOR PRE-SCHOOL ROUND-UP

NAME_____ DATE_____

BIRTHDATE_____ SCHOOL_____

AGE_____

NAMING OF COLORS: Red_____Yellow_____Blue_____Green_____

USE OF SCISSORS: Handedness?_____Dexterity?_____

BINET GEOMETRIC FIGURES: Highest Level passed_____

CONSTRUCTION OF BRIDGE: Passed (III)_____Failed_____

BINET PICTURE VOCABULARY: Passed 2 (II)_____9(II-6)_____
12(III)_____15(III-6)_____
16(IV) _____

SPEECH MATURITY: Clarity_____

Word combinations_____

SOCIAL ADJUSTMENT: Outgoing?_____Dependent?_____Shy?_____

Alert?_____Dull?_____Pleasant?_____

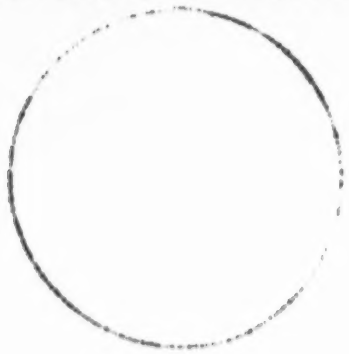
Estimate of Mental Capabilities_____

_____
(Psychologist)

*Supplement to Section II, "Characteristics and Identification", Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

Office of Merced County
Superintendent of Schools

Name



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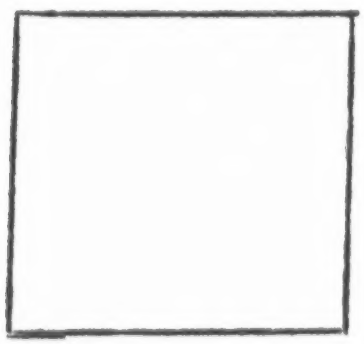

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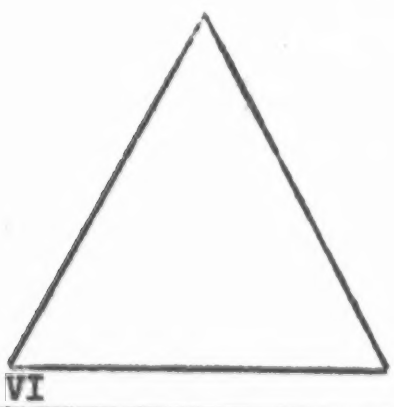

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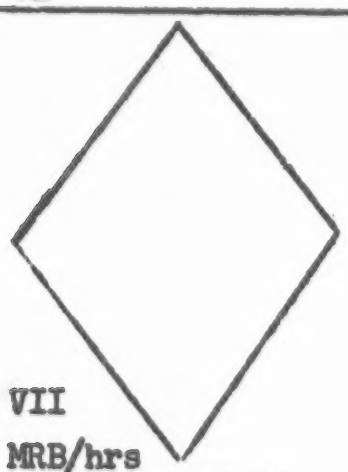

VII

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Research Committee, "Screening Instruments Used for School Placement", California Association of School Psychologists and Psychometrists: Conference Workshop No. 6, 12th Annual Conference, March, 1961, pp.11-12.* **

Time of Screening: Screening instruments reported in use by various school districts seem to be customarily employed at four main times during the school year. They are:

(1) At kindergarten registration time, usually during the Spring term preceding admission;

(2) During the interval between Spring registration and Fall admission, often during the summer vacation months, if personnel is available;

(3) At admission time in the Fall, or at time of late entry;

(4) Throughout the kindergarten year, for purposes of grouping or placement in First Grade.

Instruments Used: Many various instruments and devices are being used in the schools, with many different approaches and techniques involved. As suggested above, some instruments are used to group for kindergarten, and are necessarily short and simple; some are used for more prognostic purposes, and are more complete batteries of tests; some schools provide a year-long testing and evaluation program during the kindergarten year, for purposes of First Grade grouping, for reading readiness diagnosis, and for general prediction of later school success.

Regardless of specific application, the following instruments are reported in use:

Bender Visual Motor Gestalt Test
Columbia Mental Maturity Scale
Goldstein-Scherer Tests
Goodenough Draw-A-Man
Leiter International Performance Scale
Mateer Rating Scale
Metropolitan Readiness Test
Rutgers Drawing Test
Stanford-Binet Scales
Vineland Social Maturity Scale
WISC
WISC Block Design only.

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* Permission granted to reproduce by CASPP to the Division of Research and Guidance, Los Angeles County Superintendent of Schools.
**Supplement to Section II: Characteristics and Identification, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

In addition to standardized tests, other more informal techniques have been used, including the following:

dominance tests of various kinds
age-height-weight scales
physical examination
teachers' rating scales
teachers' estimates
speech articulation tests
nonsense syllables
physical coordination tests, large muscles:
    throwing a ball
    riding a tricycle
    skipping a rope
    hopping on one foot
physical coordination, small muscles:
    using a pencil
    construction toys
    maze tests
    handwriting sample
    mirror copying
    rhythmic tapping blocks
etc.

In addition, some group tests are used for screening during kindergarten. These include the Wide Range Reading Test, and the Lorge-Thorndike Intelligence Test.

Samples of Devices and Forms Used: Some of the techniques and tests used for screening and evaluation are included on the following pages. In many cases, forms have been abbreviated to save space, and articles condensed. Samples of such widely-known techniques as the Draw-A-Man and the Bender-Gestalt have been omitted.

Included in this section are samples of the following:

Rating Scale for Pre-School Round-Up (Merced County)
Rutgers Drawing Test--Instructions
Rutgers Drawing Test--Record Form
Rutgers Drawing Test--Key
Check List for Dominance
Reading Readiness Check List (Los Angeles County)
Burks' Behavior Rating Scale
Teacher's Rating Scale (Ridgefield, Connecticut)
Reading Difficulty Check List ***

***See "Tests Designed to Discover Potential Reading Difficulties at the Six-Year-old Level," Journal of Orthopsychiatry, July, 1957.

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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Directions Test, and Scoring of the Rutgers Drawing Test for Use in Early Admission to First Grade, California Association of School Psychologists and Psychometrists: Conference Workshop No. 6, 12th Annual Conference, March, 1961, pp 15-19. *

RUTGERS DRAWING TEST

The Rutgers Drawing Test is a simple measure of a child's inherent abilities. The mental age as measured by this test correlates +. 72 with the Binet. (The Goodenough Draw-A-Man test correlates +. 74 with the Binet). This test has the additional advantage of greater ease of scoring and administration. There seems to be less individual variation in children's performance on this test, and the teacher's scoring varies less than with the Goodenough. The test is standardized on ages 4 through 7-8. (The highest possible M.A. is 7-8 years).

Directions

1. Copy the child's name first, before distributing the sheet.
2. Fold the paper along the midline before starting (too many figures distract some children).
3. About five minutes should be sufficient, but all children should have ample time to finish.
4. Pencils are preferable to wax crayons, as the lines are sharper and easier to score.
5. One copy of each figure is needed, but they may be permitted to do two if they aren't satisfied with the first one.
6. The first two figures are examples and are not to be scored.
7. Explain to the children that this paper is to see how well they can draw. Start with the horizontal example. Say, "Make one like this." (Point to the figure on your paper.) "Do it here." (Point below the line.) After all the children have finished the figure, draw the line below the example on your paper or the board. Say, "Now make one standing up. Do it here." Point to the space at the side of the vertical line in the appropriate space. Point to the cross and say, "Make one like this. Do it here." (Point to the space below it.) After all the children have finished, say, "Now do all the rest of them." Check to see that the children are copying figures in the appropriate spaces. DO NOT GIVE ANY HELP, but encourage the children to try all the figures. If they are stuck on one, encourage them to leave it and work on the next one.

Kern County Superintendent of Schools
Special Services Division

*Supplement to Section II, "Characteristics and Identification", Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

Scoring

Do not score the examples. A perfect or near perfect performance scores 2, an approximate figure scores 1, if half the design is present and correct, and a poor performance scores 0. Use the illustrations and general principles on the next page.

Norms

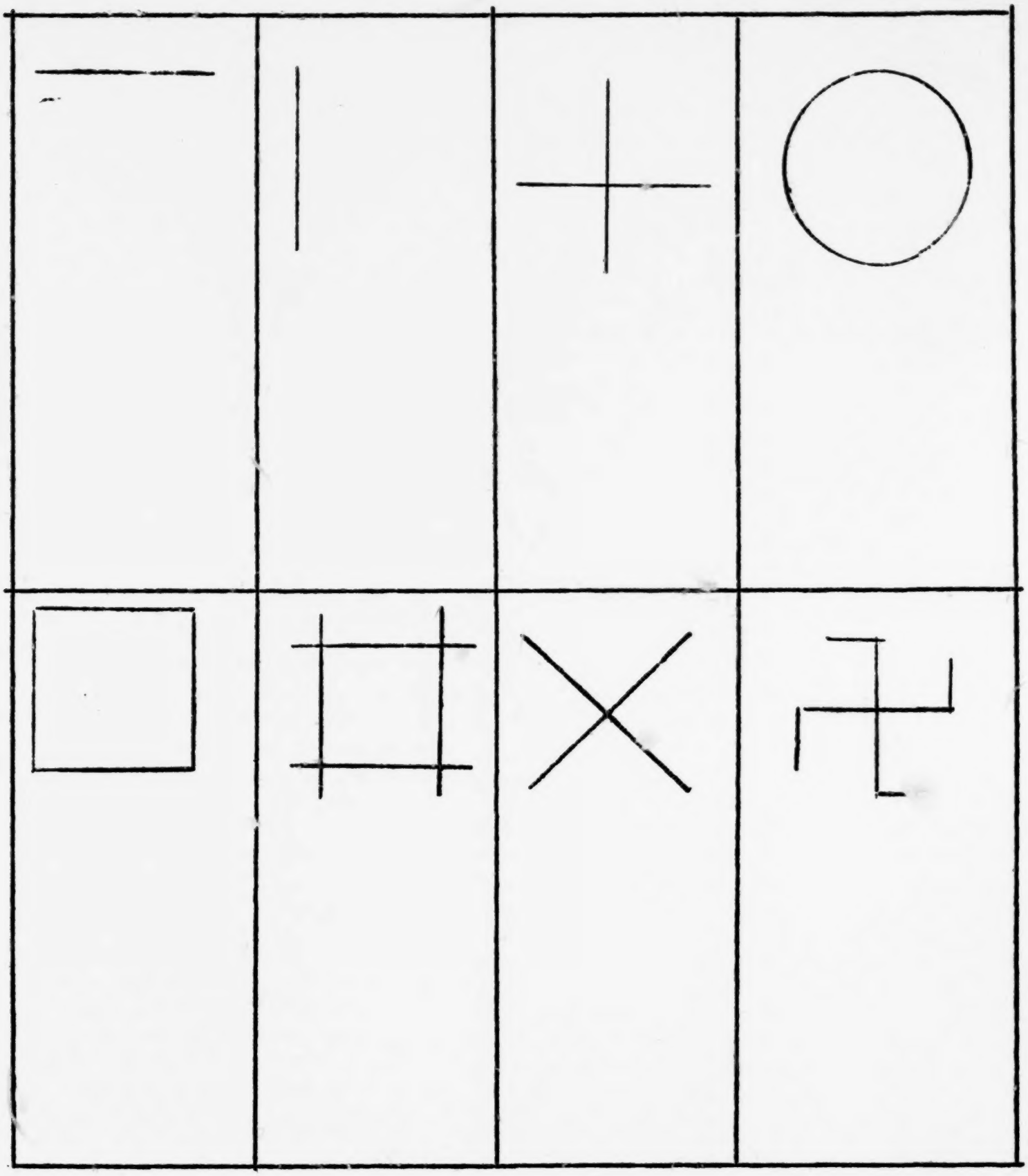
Score	M.A.	Score	M.A.	Score	M.A.	Score	M.A.
2	4-0	9	4-10	16	5-8	23	6-10½
3	4-1	10	4-11	17	5-11	24	7-0
4	4-3	11	5-0	18	6-0½	25	7-2
5	4-4	12	5-2	19	6-2½	26	7-4
6	4-5	13	5-3	20	6-4½	27	7-6
7	4-6	14	5-5	21	6-6½	28	7-8
8	4-8	15	5-7	22	6-8½		

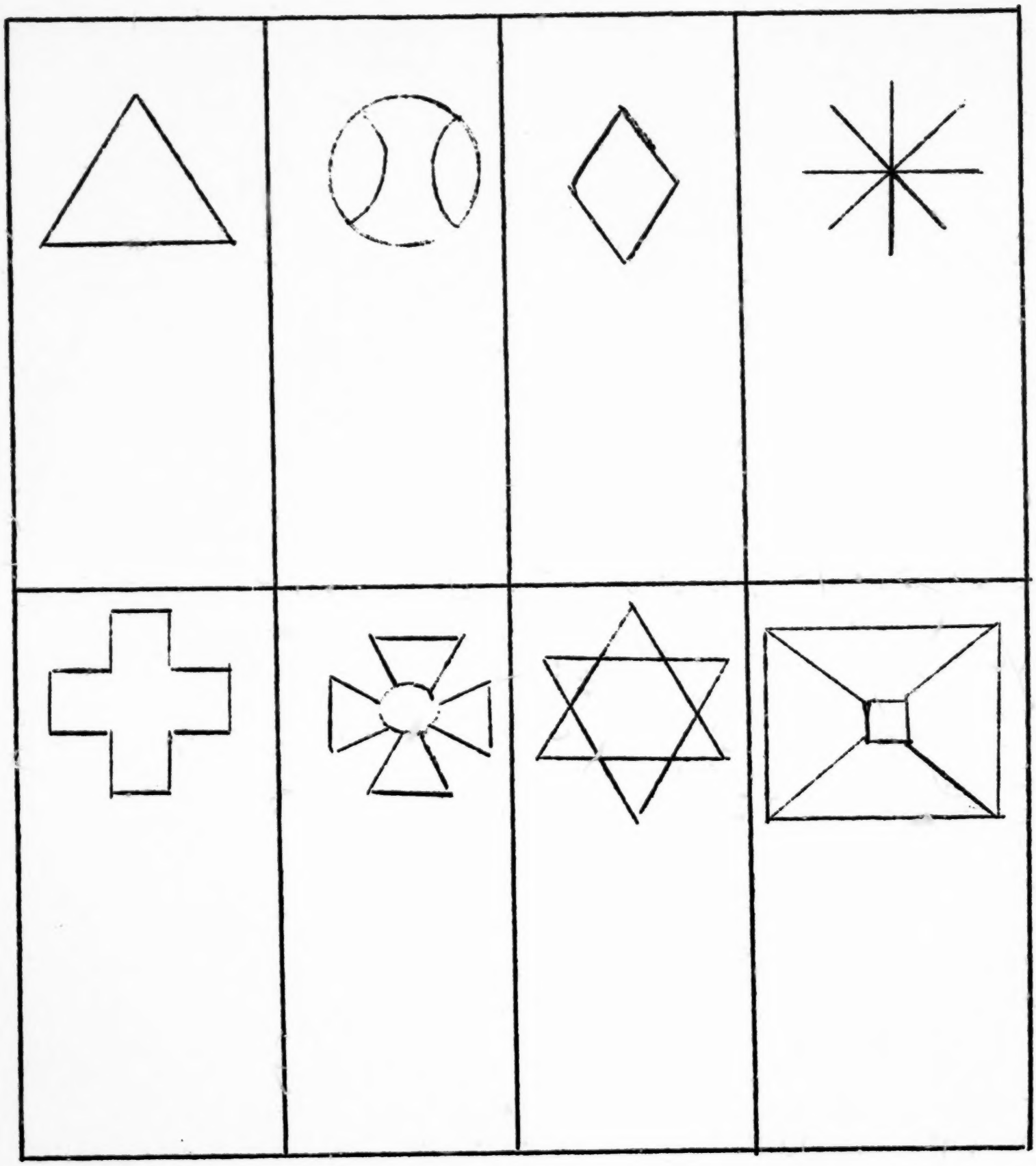
Rutgers Test

NAME_____ AGE_____

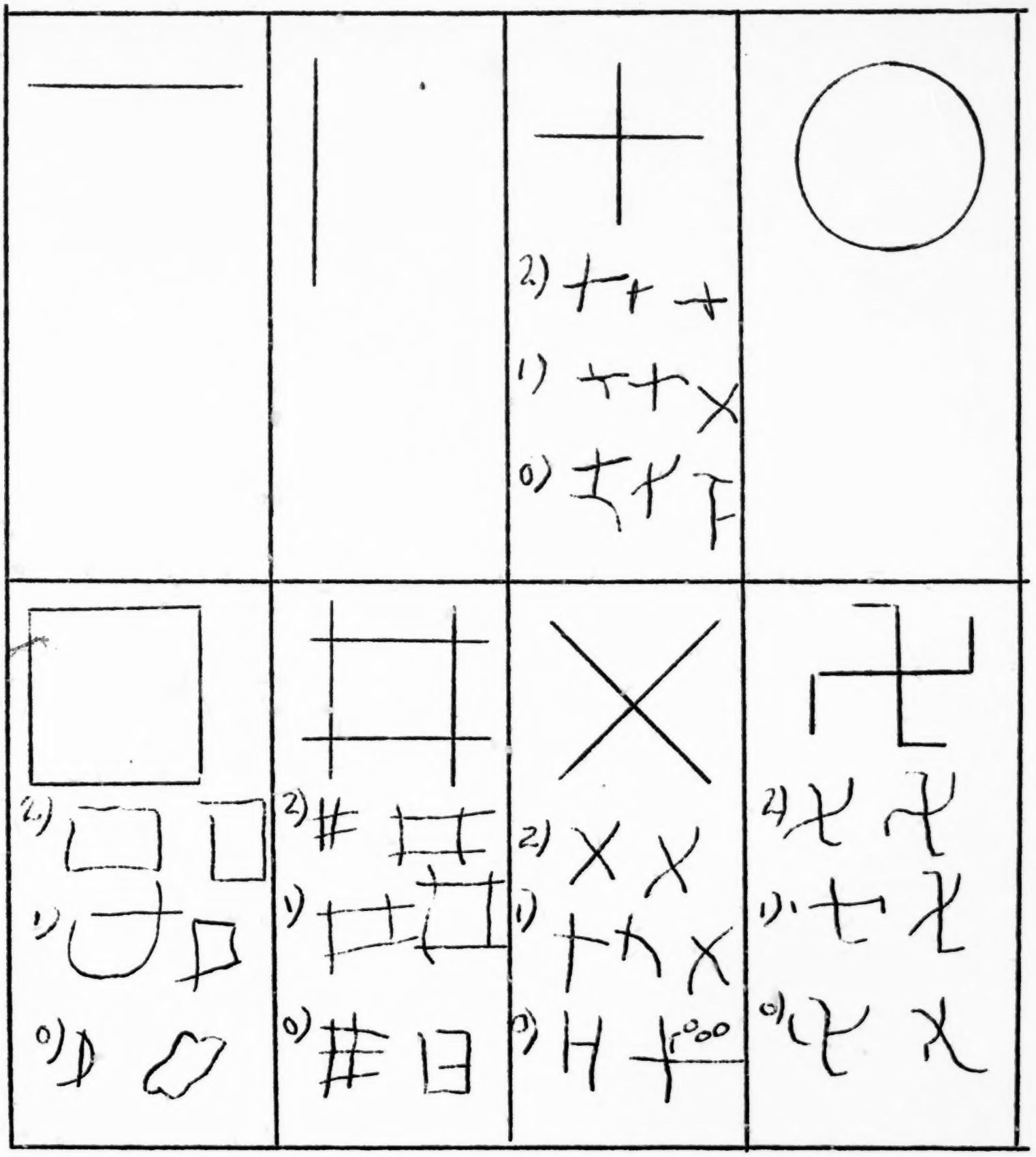
DATE_____ TEACHER_____

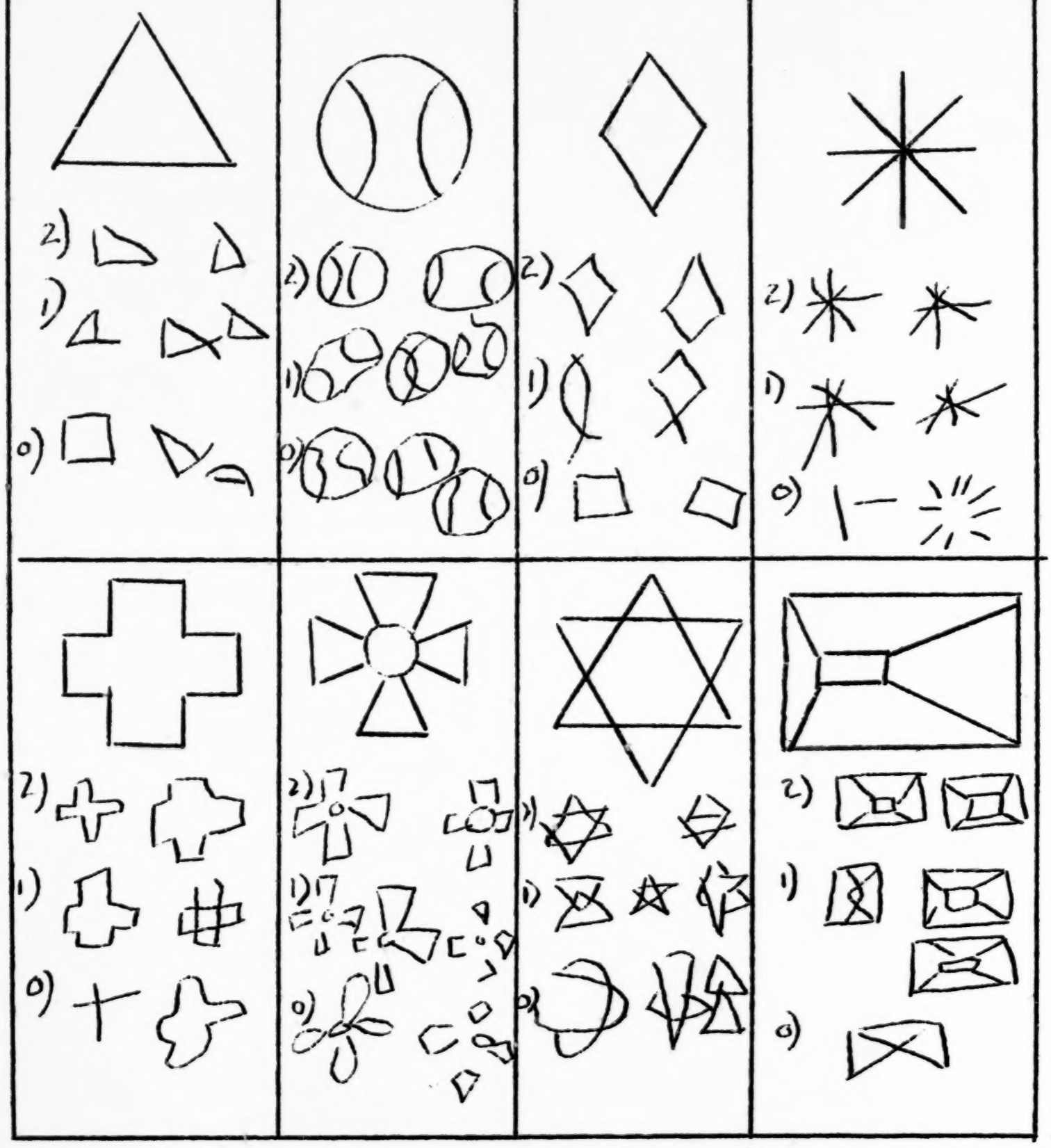
SCORE_____ MA_____





RUTGERS TEST KEY





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Los Angeles County Superintendent of Schools
Division of Research and Guidance
PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

Wilson, John A. R., Robeck, Mildred C., Robinson, Alvin E., Kindergarten Evaluation of Learning Potential, Santa Barbara, Sabox Publishers, 1963. 44 pp.*

Kindergarten Evaluation of Learning Potential (KELP) is an instrument which attempts to predict school success of kindergarten children. The eleven items in this instrument are based on the theory which recognizes the place of Association (Level 1), Configuration or Insight (Level 2), and Creativity or Self Direction (Level 3). These consist of independent activities and teacher observation. The materials were designed to become a regular part of the kindergarten environments.

The authors state KELP was designed for the following purposes:

1. To extend the observation skills of the kindergarten teachers.
2. To have educational value for kindergarten children.
3. To give the teacher clear guides for individualizing teaching.
4. To give the child a period in which to learn and to demonstrate important abilities.
5. To identify highly intelligent children including those from culturally deprived backgrounds.

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* Supplement to Section II: Characteristics and Identification, Implementation of Education Code Provisions on Programs for the Gifted, Los Angeles County Superintendent of Schools, Division of Research and Guidance, 1962.

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PROGRAMS FOR THE GIFTED

EARLY-AGE ENTRANCE TO FIRST GRADE

PART III

REFERENCES

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Division of Research and Guidance
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EARLY-AGE ENTRANCE TO FIRST GRADE

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